

# HOW DO COLOURS EXPRESS YOUR FEELINGS?



A Learning and Evaluation Situation for Kindergarten

*Created by*

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## **BIG IDEA- HOW DO COLOURS EXPRESS YOUR FEELINGS?**

**Inquiry- HOW DO COLOURS EXPRESS YOUR FEELINGS?**

**Complex Task-**To create a painting using colours to express your feelings.

**Targeted Competency C2** To affirm his/her personality

C5 To construct his/her understanding of the world

**What skills, concepts, or knowledge will the students need in order to carry out the task?**

- 1) Learn about the different kinds of feelings
- 2) Learn about the primary colours and secondary colours
- 3) Learn about cool and warm colours
- 4) Learn how artists use colours to express feelings or a mood

### **HOOK (A or B)**

**A** Place various objects in a party bag to describe an emotion of your choice, for example, excited. It could contain some springs, a party flute, bright coloured tissue paper, curly ribbons, a bouncy ball and other items that depict feeling excited, as well as the book, *The Way I Feel*, by Janan Cain.

Show the items to the students and have them guess what you are feeling. This requires a lot of acting on the teacher's part. Show the book last and read it to the students to help them solve the mystery.

**B** Teacher silently acts out the emotion of excitement. The children try to guess which emotion it is. Then, read the book *The Way I Feel*, by Janan Cain.



## LEARNING GOAL #1

To explore and learn about different kinds of feelings

How will I know the students have learned it?

The students will be able to identify and name different emotions.

The students will illustrate a feeling in the class big book.

The students will name a feeling when a peer mimes it in a charade game.

Links to the targeted competency

- Shares feelings and emotions
- Expresses feelings and emotions
- Puts forward his/her ideas
- Makes associations with ideas
- Expresses what he knows
- Applies learning

## LEARNING ACTIVITIES

1. Show the 9 feelings cards: happy, sad, mad, frustrated, surprised, nervous, proud, worried and excited, from 25 Terrific Art Projects based on Favorite Picture Books, by Karen Backus, Linda Evans and Mary Thompson. (Annex 1)



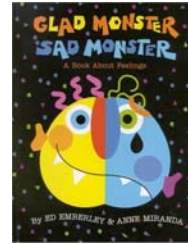
2. Sing "If you're Happy and You Know It" using the feelings cards. Students create an action for each of the emotions. Sing the song with the actions.

3. Pair up students for talking partners and distribute one emotion card per team. Have the students look at their cards and share with their partner what makes them

happy, mad, sad, etc... This is an excellent way of getting the students to express themselves, but it requires some prior training for it to be effective.

4. Use the 9 feelings cards to play charades. One student mimes the chosen picture card and acts out the feeling while the rest of the group tries to guess the emotion being mimed.

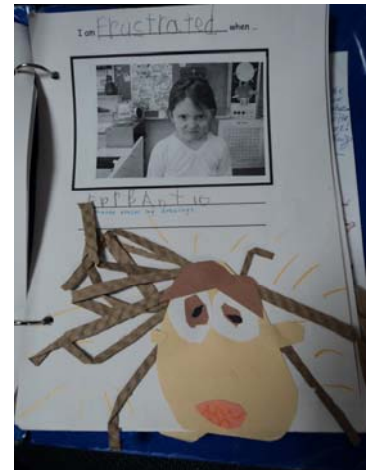
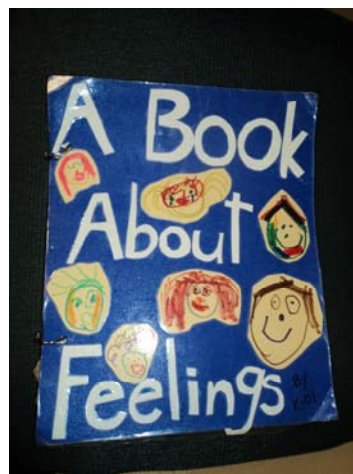
5. Read *Glad Monster, Sad Monster*, by Ed Emberley. Students can share what makes them sad or mad.



6. Create a class book about feelings. (Annex 2)

Try to have the 9 feelings cards represented in the book by giving an emotion card to each child.

For example, "I feel happy when..." and take a picture of the student making a happy face. Children may draw (or make a collage of) the feeling and paste it at the bottom of the picture. They may also add color around their collage to represent the feeling.



## LEARNING GOAL #2

To learn about primary colours, secondary colours, gradations and tints

### How will I know the students have learned it?

The students will know the names of the primary colours and secondary colours. They will be able to change a colour's hue by mixing different amounts of colours and create tints by mixing colours with white.

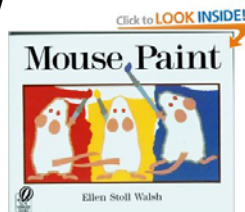
### Links to the targeted competency

- Selects materials
- Experiments by mixing paint colours
- Observes, explores and manipulates
- Makes and tests predictions
- Applies learning

## LEARNING ACTIVITIES

1. Read *Mouse Paint*, by Ellen Walsh Stoll and/or *The Colors*, by Monique Felix.

Discuss the book and how the mice discover secondary colours.



2. Have the students do the art project from *25 Terrific Art Projects based on Favorite Picture Books*, page 45. (Annex 3-4) This activity teaches children about the primary colors and the secondary colors. You can show secondary colors by overlapping tinted plastic glass pieces of primary colors.

3. Mixing gradations of colour

From the book, *How to Teach Art to Children*, have the students do the activity on page 39. (Annex 5)



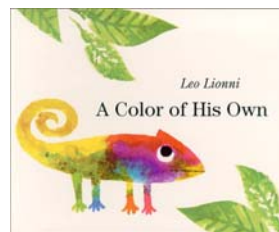
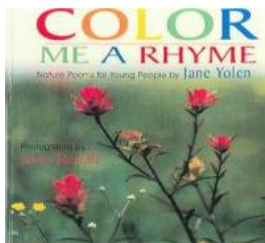
4. Creating Tint:

Read the story Cats Colors, by Jane Cabrera. The illustrations in this book demonstrate very well the concept of colour tints.



5. Have the students do the activity **Mixing Colours with White** from the book, How to Teach Art to Children (pg.71). (Annex 6)

More books related to this goal: Color Me a Rhyme: Nature Poems for Young People, by Jane Yolen. A Color Of His Own, by Leo Lionni.



## LEARNING GOAL #3

### To learn about warm colours and cool colours

#### How will I know the students have learned it?

The students will be able to identify cool and warm colours by creating a group collage of warm colours and cool colours.

The students will be able to create two drawings depicting mainly warm colours and cool colours.

#### Links to the targeted competency

- Selects materials
- Makes connections with his everyday life
- Observes, explores and manipulates
- Expresses what he/she knows
- Applies learning

### LEARNING ACTIVITIES

#### 1. Learning about warm and cool colours

Read the section on warm and cool colours from the book *Get Art Smart What Is Colour?* With the help of various artists' posters (painting, prints, Art Image, etc.) observe how the artists use warm and cool colours in their pictures.



#### 2. Group collage of warm and cool colours

Students work in two different teams to create 2 posters- warm and cool. Draw a sun at the top of one poster and a snowflake on the top of the other poster. They may use different materials, such as tissue paper, felt, construction paper, magazine pages, and paint colour samples.

Ask the students to place the colours they have chosen on the appropriate poster, warm or cool. Encourage the students to glue the pieces of paper randomly on the posters. The students may refer to a colour wheel poster while accomplishing this task.



### 3. Sorting activity- warm and cool colours

Colour paint swatches from a painting store may be used for this activity.

Students sort colour cards according to warm or cool colours.

### 4. Individual poster contrasting warm and cool colours

Give each student a big piece of cartridge paper folded in half. Instruct them to use only warm colours to colour one side of the poster and cool colours to colour the other half of the poster. Allow the students to use oil pastels, wax crayons or colouring pencils. (Annex 8)

OR

Show students the art piece of Ida Kholmeyer, from Art Image. Explore and discuss with the students how she uses boxes, lines and shapes. Using only warm colours on one paper and only cool colors on another paper, children create a piece inspired by this artist. (Annex 7)





## LEARNING GOAL #4

### How do artists use colours to express feelings?

#### How will I know the students have learned it?

The students will be able to associate a feeling to a colour and explain why.

The students will be able to observe works of art and describe in their own words what feeling(s) the artist is trying to convey, what colours did the artist use (warm/cool), what does it remind them of.

#### Links to the targeted competency

- Expresses in a variety of ways his/her feelings and emotions
- Puts forward his/her ideas
- Presents personal impressions with confidence
- Makes connections with his/her everyday life
- Explores and observes
- Makes associations with ideas
- Expresses what he/she knows
- Applies learning

## LEARNING ACTIVITIES

1. Reread the story *The Way I Feel* by Janan Cain. Discuss and emphasize how the colours, lines and illustrations really support the feeling that is being depicted.

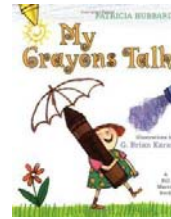


2. Review the 9 feelings cards from goal #1 as a warm-up activity. The students close their eyes, the teacher says a colour and they name a feeling associated to that colour. The teacher also says a feeling and the students name a colour.



3. Complete the 9 feelings cards activity sheet. (Annex 9)

4. Read the story *My Crayons Talk*, by Patricia Hubbard.



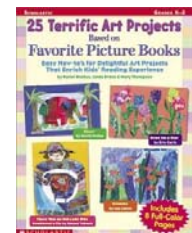
After reading this story refer back to the two warm and cool collage posters that the students created in learning goal #3. Have the students brainstorm ideas of things or places that represent warm and cool colours. Write their words on word strips and place them (or glue) on the corresponding warm or cool poster.

5. Read the story *My Many Colored Days*, by Dr. Seuss.



After reading this story and discussing it with the students, have the students do the art activity in *25 Terrific Art Projects based on Favorite Picture Books* (pg. 34).

The students paint an expressive portrait, using a specific colour to illustrate a certain mood. (Annex 10)



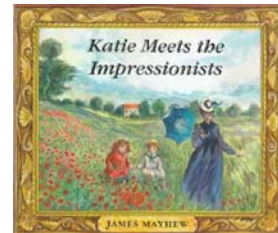
6. Display an artist's painting (a big poster painting from Art Image) to help the students analyze an art piece. The teacher asks them the following questions:

- What do you see? (a house, flowers, a tree, a circle, etc.)
- How does it make you feel? (content, sad, happy, etc.)
- What colors did the artist use? (warm, cool, both)
- What does it make you think of? (Links with the student's everyday life.)



## 7. Museum Walk

Read *Katie Meets The Impressionists*, by James Mayhew.



Surprise the students by greeting them with several works of art from different artists set up in your classroom or in another room. Make sure to have several warm and cool coloured paintings, as well as, pieces that have both warm and cool colours. Tell the students that they are going to a pretend museum. Give them little pretend coupons or entrance tickets so they may enter the museum. In small groups, the students will visit the museum and look at the different posters. They need to pick their favourite artwork and analyze it using the prepared evaluation form that has been placed on a clipboard at the beginning of the visit.

### Annex 11



## COMPLEX TASK

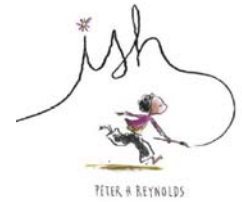
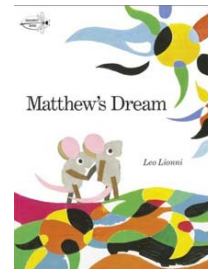
To create a painting to express a feeling or feelings.

1. Read inspiring books to the students before the complex task.

*The Dot*, by Peter H. Reynolds

*Matthew's Dream*, by Leo Lionni

*Ish*, by Peter H. Reynolds



2. The students are invited to create their very own painting to convey a feeling by applying all the skills they've learned. The teacher prompts the students by asking them the following guiding questions:
  - What feeling do you want to show in your art piece?
  - What colours do you want to use to express that feeling (warm, cool or both).
  - What makes you feel that way?
  - What will you paint?

**REFLECTION:** It may be useful to have students draw or sketch a plan of their painting before beginning the artwork.

Now it's time for the students to create their art piece and give it a title, just like artists do. The students will use, once again, the evaluation form to analyze their own work of art.



# Annexes



Annex 1



Annex 2

I am \_\_\_\_\_ when ...



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Annex 3

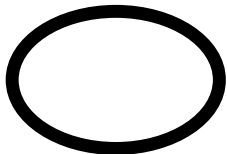




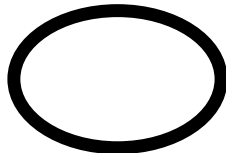
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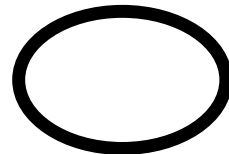
I know the three (3) primary colors



red

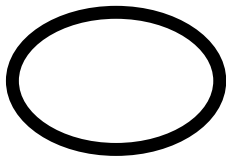


yellow

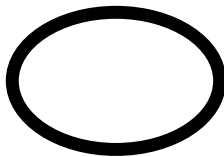


blue

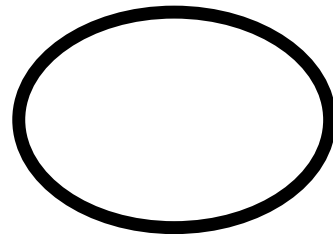
I can make green:



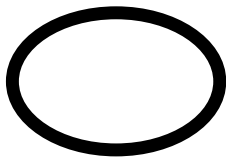
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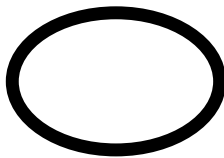
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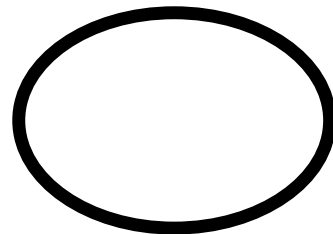
I can make orange:



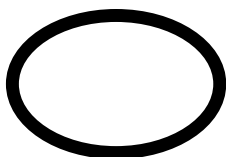
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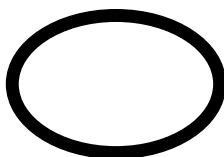
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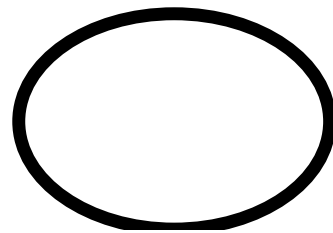
I can make purple:



+



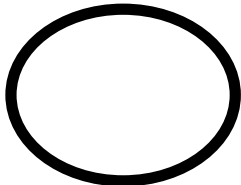
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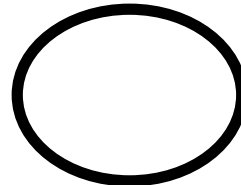
# Annex 5

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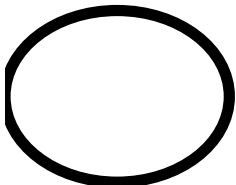
I can make gradations of colors using black.



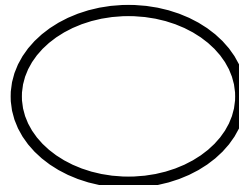
red



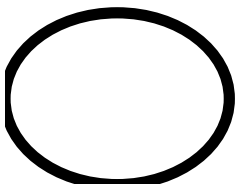
purple



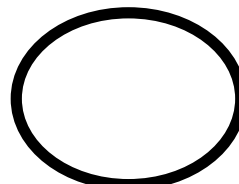
yellow



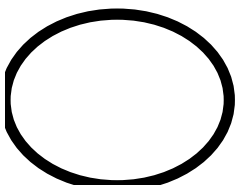
green



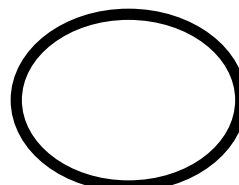
blue



brown



orange



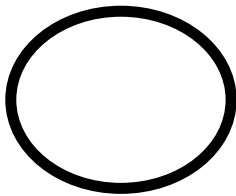
white



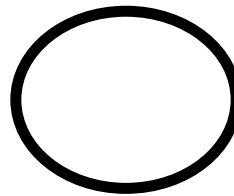
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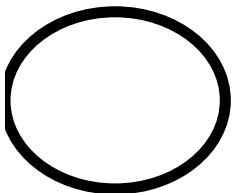
I can make tints of colors using white.



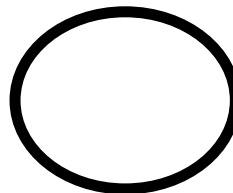
red



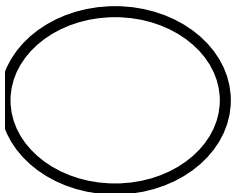
purple



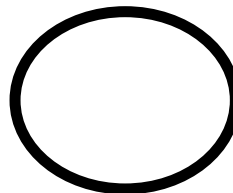
yellow



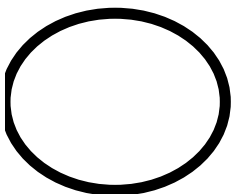
green



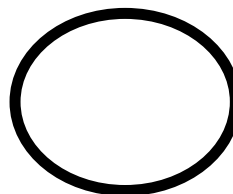
blue



brown



orange



black



# Annex 7



Created by Natalie Losier (SWLSB) and Christiane Karamanoukian (NFSB), K teachers.  
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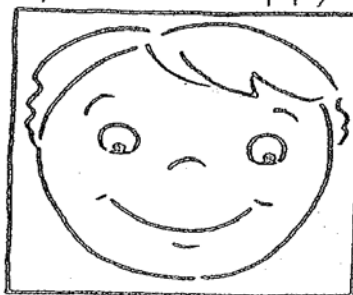
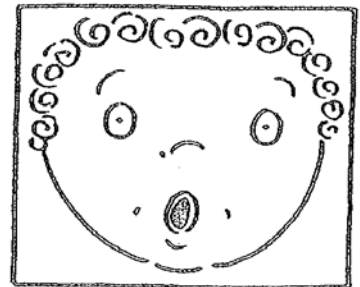
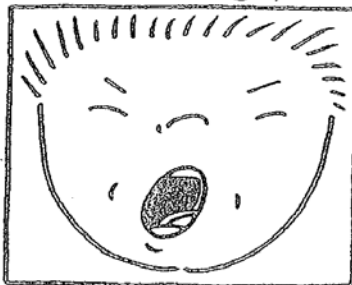
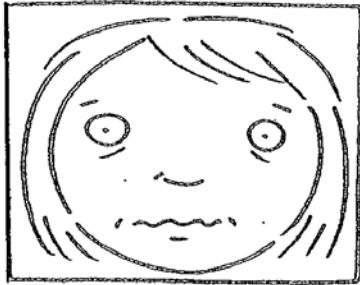
Annex 8



# Annex 9

Name : \_\_\_\_\_

Colour each box with the colour that best represents each feeling.







My Painting \_\_\_\_\_  
(title)

What do you see?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How does it make you feel?

-----

What colors did the artist use?



warm



cool

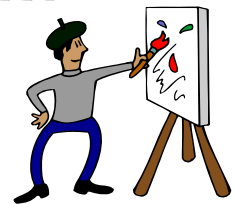


both

What does it make you think of???????



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





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